



TEACH YOUR OWN LESSON!

Adapted from unit by Ian MacLeod Mount Waverly Secondary College

AIM: to research an organ of the human body, and then develop a lesson to present to the whole class.

TOPIC: the human body—main organs

GROUPS: 2-4

Some Habits of Mind that you might use throughout the process

- Thinking interdependently
- Listening with understanding and empathy
- Drawing on past information and knowledge
- Thinking and communicating with clarity and precision
- Responding with wonderment and awe
- Taking responsible risks
- Finding humour
- Remaining open to continuous learning
- Persisting

Choose your topic from

Heart

Brain

Lungs

Stomach

**Circulation system
(blood)**

AREA	THINKING PROCESSES	WORKFLOW PROCESSES	HABITS OF MIND	ASSESSMENT
WHAT Will you TEACH? (CONTENT)	Inquiry, processing, reasoning	Research topic Key questions how it work? What it does? Why is it important? What happens if it doesn't work properly? How is it linked to other parts of the body? A thorough understanding of the topic is very important. What information will you use? Making a choice on what will be taught.	Gathering data through all senses Managing impulsivity Questioning and problem solving Monitoring accuracy and precision	PRE TEST

AREA	THINKING PROCESSES	WORKFLOW PROCESSES	HABITS OF MIND	ASSESSMENT
HOW you will TEACH (LESSON PLAN)	Creativity	What strategies/techniques will you use? Use thinking curriculum tools Use Mrs Corkran as resource to help development of lessons Need to be different How do you like to be taught? Can you use this to help you develop your lesson plan?	Thinking flexibly Imagining, creating, innovating Monitoring accuracy and precision	LESSON PLAN: Submitted for assessment
TEACH the LESSON (TEACHING)		Present the lesson to other members of the class All students in the group must contribute to the presentation of the lesson	Managing impulsivity Questioning and problem solving Gathering data through all senses	PEER ASSESSMENT Other students will assess each lesson Rubric will be provided to help with assessment TEACHER ASSESSMENT Will assess students using same rubric as students
REVIEW	Reflection, evaluation and metacognition	Will be done in groups as discussion exercise Then will be done individually Key Questions <ul style="list-style-type: none"> • how did it go? • What were the strengths? • What were the weaknesses? • What could be improved? • What did you get from the whole process? • What skills have you used or developed from this process? 	Thinking about thinking (metacognition) Thinking and communication with clarity and precision	ASSESSMENT Individual reflection using SIX HATS POST TESTS

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**Criteria for Lesson Assessment (presentation) - for use by your peers and your teacher
(see separate rubric sheet)**

Volume

Eye contact

Content and relevance

Research

Materials

Class Participation

Assessment Breakdown

Tasks	Percentage of assessment (%)
Pre test and post test	20
Lesson plan	30
Lesson assessment	30
Individual reflection (6 hats)	20
TOTAL	100

Suggested Timeline

WEEK	1	2	3	4
DATES	17/18 Nov	24/25 Nov	1/2 Dec	8/9 Dec
ACTIVITY	Research	Lesson plan development	Presentation of lessons	reflection

Presenters:				
Topic				
Date				
Your name				

	4	3	2	1
Volume	We heard you all the time	We heard you most of the time	We heard you some of the time	You were really hard to hear
	Comments:			

	4	3	2	1
Eye contact	You made eye contact with us all the time	You made eye contact with us most of the time	You made eye contact with us some of the time	You hardly ever made eye contact with us
	Comments:			

	4	3	2	1
Content/relevance	All the things you mentioned were of interest to students	Most of the things you mentioned were of interest to students	Some of the things you mentioned were of interest to students	Few of the things you mentioned were of interest to students
	Comments:			

	4	3	2	1
Research	Your presentation seemed to be based on a lot of research	Your presentation seemed to be based on some research	Your presentation seemed to be based on a little research	Your presentation didn't seem to be based on research
Comments:				

	4	3	2	1
Materials	You used a variety of materials and teaching aids very effectively in your teaching	You used a variety of materials and teaching aids effectively in your teaching	You used a variety of materials and teaching aids to a satisfactory level in your teaching	You used a limited variety of materials and teaching aids
Comments:				

	4	3	2	1
Participation	Class was interested all of the time and participated fully	Class was interested most of the time and participated fully	Class was interested some of the time and participated in some activities	Class was not interested and did not participate in activities
Comments:				

Total score

0-11	Your lesson was below par	17-19	Your lesson was very good
12-14	Your lesson was OK	20-21	Your lesson was excellent
15-16	Your lesson was good	22-24	Your lesson was outstanding

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Teach your own lesson - Reflection using the six thinking hats

YELLOW HAT : 3 things you liked about your lesson?

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BLACK HAT : 3 things you didn't like about your lesson?

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GREEN HAT : what 3 things would you change about your lesson?

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WHITE HAT : List 3 things you have learned during the whole process.

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RED HAT : Describe the feelings you had during the presentation of your lesson.

Other Comments

Teach your own lesson plan

Name _____

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Learning intention (what you want to teach the students)

Criteria—we will know this because/when (you need at least 3 criteria)

Teaching aids—handouts, OHPs, diagrams, posters, whiteboard, paper, models etc

Order of lesson - plus who will be responsible

